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JUNIOR-SENIOR
HIGH SCHOOL
HANDBOOK
1979-1980

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JUNIOR-SENIOR HIGH SCHOOL HANDBOOK

SUMMARY OF CHANGES, 1979-80

SECTION I: ACCREDITATION PROCEDURES

- Page 3—Goals of Basic Education as adopted by the Alberta Legislature, 1978.
- 5—Section 1. Category 1 private schools included. Part (f) Final standings granted to students to be in accord with Board policy.
- 5—Section 2. Tentative timetables must accompany Form A. Form A to be approved by Coordinator or his designate.
- 8—Section 4. Local option to return to compulsory Grade XII Departmental Examinations.
- 8—Section 5. Onus is on student to request updating of original transcript if additional high school courses are taken.

SECTION II: JUNIOR HIGH SCHOOL

- 10—Note 1. Clarification re: offering and reporting health on Form A.
- 10—Note 2. Clarification re: English in French language schools.
- 12—Revised Chart for Music.

SECTION III: SENIOR HIGH SCHOOL

- 13—Section A and B of the 1978-79 edition have been rewritten and the previous Section B, Small High Schools, has been eliminated. Particular attention is directed to sections 1, 3, and 4, pages 13-14. If application of these changes result in unanticipated problems, administrators, or others, are encouraged to bring the situation to the attention of the Coordinator of the Regional Office concerned.
- 15—Section 5. Correspondence School. Minor changes re: enrolling for summer session courses.
- 20—Part C. Section 2. Credits not granted for waived courses.
- 20—Section 4. Second Languages. Revised.
- 20—Information about 1979 Social Studies 10, 20, 30. Law 20 and 30.
- 22—Section 7. (c) i. "two of 3 modules" rather than "two of 4. . . ."
- 22—New information on Business Education.
- 23—Revised chart for Music.
- 29—Section 5. Drop "Automotives and Heavy Duty. . . ."
- 30—Sections v, vi, and vii, added. New addresses for Apprenticeship and Trade Certification Branch Regional Offices.

35—Section J added. Recently published Curriculum Documents (English and French).

NOTE: This handbook contains information on a wide variety of topics. Some of the statements are regulatory; others suggest procedures which are recommended but not mandatory. Those statements (regulations) where discretionary action is not permitted are marked with a symbol ◆ in the left-hand margin.

REGULATIONS AND GUIDELINES
Pertaining to the Operation
of
Alberta Junior and Senior
High Schools

This Handbook is issued under the authority of the Minister of Education
pursuant to Section 12 of The School Act.

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FOREWORD

The Junior-Senior High School Handbook is published by Alberta Education and is intended to serve the following purposes:

1. **To provide information to** school administrators, teachers, and other interested readers relative to the organization and operation of the secondary school.
2. **To communicate guidelines** which have proven to be useful in organizing and operating secondary schools.
3. **To inform persons** who have administrative responsibility within school systems **of various regulations** or other requirements specified by Alberta Education. These items are identified by a symbol ♦ in the left-hand margin.

THE GOALS OF BASIC EDUCATION FOR ALBERTA

INTRODUCTION

Goals are statements which indicate what is to be achieved or worked toward. In relation to basic education, goals serve several functions:

- (1) they identify the distinctive role of the school and its contribution to the total education of youth;
- (2) they provide purpose and direction to curriculum planning, implementation and evaluation;
- (3) they enable parents, teachers and the community at large to develop a common understanding of what the schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and minor adjustment of the basic goals may be required from time to time to keep pace with social change.

This statement of goals is to direct education for Grades 1 through 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education—the learning which occurs in school influences and is influenced by what is learned outside the school.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- Develop competencies in reading, writing, speaking, listening and viewing.
- Acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national, and international emphasis in each.
- Develop the learning skills of finding, organizing, analyzing, and applying information in a constructive and objective manner.
- Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being.
- Develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels.
- Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the other, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- Develop intellectual curiosity and a desire for lifelong learning.
- Develop the ability to get along with people of varying backgrounds, beliefs and lifestyles.
- Develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.
- Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.
- Develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society.
- Develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors.
- Develop an appreciation for the role of the family in society.
- Develop an interest in cultural and recreational pursuits.
- Develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.
- Develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of individuals in order that they might fulfill their personal aspirations while making a positive contribution to society.

I. ACCREDITATION PROCEDURES

A. ACCREDITATION OF SECONDARY SCHOOLS

◆ 1. Departmental Requirements

Secondary schools, including Category 1 private schools, are accredited only when they meet the following conditions:

- a. Subjects are taught by qualified teachers holding valid Alberta Teaching Certificates.
- b. The required amount of time is devoted to instruction in subjects offered.
- c. The content of each subject follows that outlined in the Program of Studies for Junior High Schools and/or the Program of Studies for Senior High Schools or a course approved by the Minister of Education.
- d. The junior high school and/or senior high school is operated in accordance with the Junior-Senior High School Handbook.
- e. All changes in staff, timetables, and/or programs subsequent to submission of the Form A are endorsed by the superintendent and submitted by the superintendent* to the Regional Office for approval.
- f. In accord with policies of the school board, or designated authority, all final standings granted to students:
 - (i) are endorsed by the principal and the superintendent of schools concerned,
 - (ii) are determined by the school on the basis of a fair and just method of evaluation,
 - (iii) in high school subjects are submitted to Alberta Education for approval and recording at a time and in a manner determined by the Minister of Education,
 - (iv) in Grade XII subjects are made known to the student by the school together with the information necessary to appeal the standing by writing a Departmental Examination in those subjects where an appeal examination is available.

◆ NOTE: Where a private school is not under the jurisdiction of a superintendent of schools approved by the Minister, the principal, director, or other designated authority shall assume responsibilities of the superintendent of schools referred to in this handbook.

◆ 2. Form A

Previous to school opening, Form A, the Secondary School Registration and Continuing Accreditation Document is sent to all schools in which junior and/or senior high school grades are taught. These forms show both junior and senior high school organization for 1979-80. Detailed instructions are supplied with these forms.

Alberta Education accepts recommendations for credits only when

the Form A is properly completed and forwarded to the appropriate Regional Office of Education for approval.

At the completion of a semester or a school year credits will be awarded to students upon the receipt of recommendations subject to the following:

- a. The Form A described above has been properly completed and is forwarded to the Coordinator of the Regional Office of Alberta Education. NOTE: Tentative timetables must accompany Form A submissions.
- b. The program as shown on the Form A is approved by the coordinator, or designate, and the Form A is forwarded to the Student Evaluation and Data Processing Services Branch.
- c. The school has complied with the departmental requirements relative to accreditation.

◆ 3. Special Circumstances

Special or unusual circumstances relative to the secondary school organization are to be reported and explained by the principal on the Form A in the space provided for the consideration and approval of the Regional Office Coordinator.

B. REGISTRATION OF STUDENTS

1. List of Students Attending High Schools (Public, Private, and Adult)

At the beginning of each term a student checklist to identify students registered in each grade will be forwarded to all schools by the Student Evaluation and Data Processing Services Branch with specific instructions as to its completion.

2. Evaluation of Out-of-Province Educational Documents

A student entering an Alberta senior high school from outside Alberta should submit transcripts or other official statements of previous standing to the school which he plans to attend. The school will evaluate these documents in relation to approved high school courses* or unassigned credits and submit a duplicate copy of the evaluation to the Student Evaluation and Data Processing Services Branch of Alberta Education for recording purposes. Evaluation forms will be supplied by the department.

School authorities should not hesitate to consult the department when in doubt about evaluations. Concerns relative to the interpretation of the credentials of Canadian students may be directed to the Secretary, Special Cases Committee. Questions regarding out-of-Canada credentials may be directed to the Registrar.

Students planning to enter any post-secondary institution in Alberta should submit their documents to the post-secondary institution of their choice. There are no appeal procedures to Alberta Education in these instances.

3. Grade XII Validation Statement

The Student Evaluation and Data Processing Services Branch will issue a validation statement to each Grade XII student, giving his complete high school achievement record. Students will be asked to

check this record. Any change in the student's completed program must be authorized by the school principal. All forms are to be returned to the Student Evaluation and Data Processing Services Branch.

* See footnote page xii of colored insert re locally developed courses.

C. STUDENT ACHIEVEMENT IN SENIOR HIGH SCHOOL SUBJECTS

1. Achievement Tests

Parallel forms of the High School Achievement Tests have been developed in Biology, Chemistry, French, Mathematics, Physics and Social Studies. Form A of each test is available from the Student Evaluation and Data Processing Services Branch. This branch will assist in the scoring, analysis and development of local jurisdiction normative information.

2. Reporting of Student Achievement in Senior High School Subjects

The Student Evaluation and Data Processing Services Branch will supply each school with High School Result Statement Forms for the reporting of achievement in all completed senior high school courses in a student's program. For each course, including the former Department of Education examination subjects, the school will identify the course code, course name, credits earned, semester and grading. One copy of this statement will be sent to the Student Evaluation and Data Processing Services Branch, one will be given to the student, and one will be retained at the school. Additional instructions will be forwarded with the statements.

3. Grade XII Examinations

a. March and August Alberta Education Examinations

Examinations will be held at a number of selected centres throughout the province during March and August in English 30, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, Physics 30 and French 30. Application forms are required from all prospective candidates who intend to write one or more of the above examinations. Supplies of these forms will be forwarded to all Alberta high schools at appropriate times.

b. Eligibility to Write

- (i) Students who are dissatisfied with the school mark at the end of the first semester may write in March or August whereas students who are dissatisfied with their second semester or summer mark may write in August.
- (ii) Adult students and students holding a high school diploma are eligible to write in March and/or August.
- (iii) Students who because of illness were unable to write the school examination are eligible upon the recommendation of their school principal.
- (iv) Students applying for scholarships where donors require Alberta Education examination marks are eligible.

c. Examination Results

The results of these examinations will be added to the file for each student. Where two marks for the same course appear on the

transcript, the higher of the two marks is used in the calculation of the average.

4. Local Option to Return to Compulsory Grade XII Departmental Examinations

A school board may, by motion, return to compulsory Grade XII examinations. Such a motion must be passed prior to the commencement of a school year or a semester and the Student Evaluation and Data Processing Services Branch, teaching staff, and student body so advised. A student's final mark in each subject will be determined by averaging the mark obtained on the examination with the mark submitted by the school.

5. Senior High School Diploma

The Student Evaluation and Data Processing Services Branch will issue High School Diplomas in April, September and November to students meeting the diploma requirements. A transcript showing all high school courses will accompany each diploma. If and when additional high school courses are completed, it is the responsibility of the student to request an up-dated transcript.

II. JUNIOR HIGH SCHOOL

A. CATEGORIES OF SUBJECTS

Full details regarding the general objectives and content of certain of the subjects listed are to be found in the Program of Studies and are developed further in the respective curriculum guides.

The subjects for study in the junior high school fall into the three categories that follow:

◆ 1. Core Subjects

The compulsory subjects are: Language Arts, Social Studies, Mathematics, Science, and Physical Education and Health. Guidance is compulsory in Grade 9.

2. Group A Options

The Group A options include the cultural and practical arts. These subjects are taken on an elective basis but the range of subjects offered should be based on the human and material resources of the school. Course outlines **are provided**.

3. Group B Options

These are the general electives. The range of subjects offered should be based on the human and material resources of the school. Course outlines are **not provided**.

Special Notes Regarding A & B Options

The chief purpose of these subjects in the junior high school program is to give every pupil an opportunity to explore his own growing interests and abilities in cultural, practical and academic subjects in addition to those taken as compulsory. It is not intended, however, that experiences in these subjects should end in the mere satisfaction of the pupil's curiosity regarding the nature of the courses sampled. It is equally important that the interests of the pupils be carefully cultivated and that

special abilities, where they appear, be developed to the maximum. Group A options are exploratory in nature; Group B options are for enrichment.

B. STRUCTURE OF THE PROGRAM

◆ Minimum time allotment for core subjects shall be:
(hours per course)

Language Arts	150
Mathematics	100
Physical Education and Health	75
Science	100
Social Studies	100
Group Guidance (Grade IX)	25

◆ **Note 1**

For Grades 7, 8 and 9 a minimum **total** of 250 hours instruction time shall be devoted to Physical Education, Health and Group Guidance. Within the 250 hours available, Group Guidance may be offered to Grades 7 and 8 at the discretion of the local school authorities.

The Health course may be concentrated in a single year of the junior high school program. Arrangements for offering Health in Grades 7, 8, and/or 9 are to be indicated on the Form A.

◆ **Note 2**

In schools utilizing French as the language of instruction (as per Section 150 of the School Act), the Board shall ensure that instruction is given in English Language Arts for not less than 150 hours per grade for each pupil in Grades 7-9 inclusive (Alberta Regulation 250/76).

C. RECOMMENDATIONS REGARDING OPTIONS

Most systems will offer option programs outlined below. However, where there are concerns arising from conditions of resources of personnel and materials, time considerations, and community wishes, it is pointed out that the recommendations are strongly encouraged but not mandatory.

1. Selection of Options

Each year the student should select one of the following programs in addition to core subjects:

- a. Four options from Group A.
- b. Three options from Group A and one from Group B.
- c. Two options from Group A and two from Group B.
- d. One option from Group A and three from Group B.

2. Group A Options (Cultural and Practical Arts) Course outlines are provided.

The minimum time allotment for each option should be 75 hours.

Agriculture
Art

Latin
Music (General)

Drama
French
German
Home Economics
Industrial Education

Music (Choral)
Music (Instrumental)
Typewriting
Ukrainian

3. Group B Options (General Electives) Course outlines are **not** provided.

The minimum time allotment for each option should be 50 hours.

Note A

The general electives in Mathematics, Science, Language Arts, Social Studies, Physical Education and Health, and languages other than English, have no provincially prescribed course outlines. It is anticipated that schools or school districts will **structure the courses so that the topics investigated do not substantially overlap the topics investigated in junior high core courses or senior high courses.**

Note B

Science may be a general course or may concentrate on one aspect of the course such as:

Astronomy
Biology

Geology
Physical Science

Note C

Language Arts may be a general course or may concentrate on one aspect of the course such as:

Creative Writing

Literature

Oral Skills including Public
Speaking and Debate
Reading

Note D

Social Studies may be a general course or may concentrate on one aspect of the course such as:

Community Economics
Community Resources
Comparative Religions
Economics
Geography

History
Psychology
Social Problems
Sociology

Note E

Physical Education and Health may be a general course or may concentrate on one aspect of the course such as:

Drug Education
Fitness

Outdoor Education

Note F

Courses in languages other than English may be developmental for purposes of improving basic communication skills through a variety of creative and expressive experiences. However, courses may also emphasize other aspects of language such as:

Phonology

Language Structure

4. General Comments Regarding Options

- a. The content of the options may be adapted to the interests of the pupil, the needs of the community and the special abilities of the teacher. Furthermore, for the purpose of individualizing a student's program some pupils may, in addition to their choice of options, elect as enrichment to pursue in depth some specific aspects of their chosen options.
- b. Independent study by pupils should be encouraged. Such study may be carried out within the time limit allotted to subject areas, under the directions of the instructors responsible for those areas.
- c. Choice of options from the range offered should be made by the pupil. Guidance should be available in making the choice. In general, selection of Group B options should be made on the basis of strength rather than weakness.

Guidelines for teachers seeking to develop programs for Group B Options

- (1) Are the topics chosen related to the interests and abilities of the students?
- (2) Were the interests, hobbies and abilities of all teachers on staff been taken into consideration when planning the options?
- (3) Did everyone concerned—i.e. students, teachers, and administrators—have a chance for input before the option program was finalized?
- (4) Is the content of the program based on student strength and not weakness?
- (5) Was some attempt made to assess the resources of the school and community—i.e. books, films, equipment, possibilities for field trips—before the option began?
- (6) Have all flexibility factors been considered—i.e. timetabling, modular organization, greater student interest in some topics?
- (7) Has the B option content been planned for a minimal overlap with core subject content?
- (8) Does it provide for student growth or is it merely a repetition of already learned skills? In other words, a situation is not desirable whereby students continue to play chess without any improvement in skills once they have mastered the fundamentals nor is it desirable that they continue to build the same type of model over and over again.

D. STANDING IN MUSIC

In every junior high school a special effort should be made by the teacher to determine what students, if any, are taking music by private study and possess certificates entitling them to standing in Grade IX

CHART SHOWING COURSES IN WHICH CREDITS MAY BE RECOMMENDED FOR MUSIC TAKEN BY PRIVATE STUDY

Revised 1979

Grade IX	WESTERN BOARD OF MUSIC						ROYAL CONSERVATORY—TORONTO			MOUNT ROYAL COLLEGE—CALGARY		
	Recorder or Voice	Voice (Post Jan. 1, 1978) Examinations	Violin Viola Cello	Flute Clarinet Trumpet Sax, etc.	Piano	Organ	Piano or Violin + other strings or Accordion or Guitar	Singing	Trumpet or Clarinet or Wind Instrument	Singing	Piano or Violin	Flute, Trumpet, Clarinet, Sax, etc.
	Gr. II + Theory I	Gr. V + Theory I	Gr. V + Theory I	Gr. I + Theory I	Gr. V + Theory I		Gr. V* + Prelim. Rudiments	Gr. IV + Prelim. Rudiments	Gr. II + Prelim. Rudiments	Gr. II + Prelim. Theory	Gr. V + Prelim. Theory	Gr. V + Prelim. Theory

Note: Recognition is given to any instrument for which instruction is offered by the above institutions even though it may not be included in the above listings.

* Grade V and Preliminary Rudiments (Toronto) were effective January 1968.

Provisions for the Western Board and Mount Royal College were effective January 1973.

Music. In each case, certificates issued for the grades specified by the examining boards included in the chart on page 12 should be accepted by the local school principal as the equivalent of full Grade IX standing in Music.

E. PROMOTIONS AND EXAMINATIONS

- ◆ Placement of pupils within the junior high school and promotion to Grade X are determined by the principal of the junior high school subject to policies of the local administration and **provisions of this Handbook.**

III. SENIOR HIGH SCHOOL

A. TYPES, PROGRAMS, ORGANIZATION

1. Types of High Schools

- In Alberta, senior high school programs are made available through:
- a. Regular high schools. These include all such schools formerly designated as standard instruction time and small high schools.
 - b. The Alberta Correspondence School.
 - c. Approved private schools.
 - d. Extension programs offered by any of the above, plus Alberta vocational centres, private and public colleges.

2. Numbering Systems of High School Courses

All courses are numbered in decades. Numbers 10 - 19 are for Grade X courses, numbers 20 - 29 for Grade XI courses, and numbers 30 - 39 for Grade XII courses.

EXAMPLE:

Grade X	Grade XI	Grade XII
English 10	Social Studies 20	Typewriting 30
Science 11	Drama 20	French 31
Beauty Culture 12	Music 21	Latin 30

3. Time—Credit Relationship

- ◆ a. Regular Programs
- Regardless of whether a school is organized on a quarter, semester, trimester or ten-month basis for instructional purposes, it is required that a total of at least 25 hours per credit be scheduled for purposes of instruction, examinations, and other student activities directly related to the course for which credit is to be granted. Staff meeting days or those used for professional development, conventions or similar activities where students do not receive instruction, are not to be included in the 25 hours per credit allocation.
- Three-credit courses shall receive not less than 62.5 hours of instructional time.
- A school may provide more than minimum time for any course.

b. Extension Programs

School boards, approved private schools, Alberta vocational centres and private and public colleges may offer extension programs in basic education.

◆ Requirements as noted under Section 1, Part A, pages 5 and 6 of this Handbook, apply to all schools offering senior high school extension courses for credit.

◆ With the exception of Work Experience, which must receive a minimum of 25 hours per credit, all other senior high school EXTENSION courses must:

- (a) be instructed for at least 13 hours per credit, or
- (b) be a 3-credit course instructed for at least 32.5 hours.

Those boards, centres, or institutions which operated extension programs during 1978-79 will automatically receive the information and materials required for the continued operation of such programs. Those which have not operated extension programs during 1978-79 but now wish to do so may receive the required information from the Director of Student Evaluation and Data Processing Services, Alberta Education, Edmonton, or the appropriate Regional Office Coordinator.

4. Special Circumstances

NOTE: This section replaces the one on "Small High Schools" which appeared in previous editions of this Handbook.

- a. The intent of provisions under this section is to enhance the learning opportunities for students whose programs may be restricted because they attend low enrolment high schools; or, under certain circumstances, enrolment in individual courses may be substantially below the provincial average class size; or, in cases where the ratio of full-time teacher equivalents to grades is less than one. **The provisions are not intended to be used as a substitute for sound program planning and timetabling procedures in regular high schools.**
- b. All matters pertaining to school programs which in any way depart from regular procedures should be discussed with the Coordinator of the Regional Office.
- c. Departures beyond those included in the guidelines noted below should be brought to the attention of the local school board, or designated authority, prior to their submission to the Coordinator of the Regional Office of Education.

Guidelines

- 1. Priority should be given to offering a program which enables students:
 - to meet diploma requirements (see p. 28)
 - to earn about 35 credits per year

- to enter post-secondary institutions or to obtain employment
 - to have some opportunity for taking preferred electives
2. Flexibility in scheduling of courses and in timetabling instruction may be facilitated by:
- offering some courses which have variable credit value; for example, P.E. 10, Fine Arts
 - reducing, if necessary, the instructional time requirements from 25 hours per credit (see #3, p. 14)
 - alternating courses in sequential semesters
 - using correspondence courses to supplement the school program
 - offering not more than two sequent or alternate courses (e.g. Math. 10, 20; Math. 10, 13) in the same period (double programming)

NOTE: Double programming and reduction of the usual time allocation per credit will be approved only in exceptional circumstances. If consideration is to be given to these circumstances, it should be done only after the school board, or designated authority, is consulted.

5. Correspondence School

To students who are enrolled in a high school but are unable to arrange for classroom instruction in certain high school subjects, the Alberta Correspondence School of Alberta Education offers correspondence courses, both during the regular ten-month instructional year and in a special summer school program. **Such students are required to obtain their own textbooks.**

The principal is urged to assist the student in selecting suitable courses or, if he is unable to do so personally, to ask the vice-principal, counsellor, or another qualified teacher to give such assistance to the student. Except for students taking correspondence courses during the summer session, the principal, or the teacher to whom the supervisory task is delegated, should sign the student's application, indicating official approval. The student will consult with the designated supervisor concerning study time and arrangements for writing final tests. At appropriate times during the school year bulletins giving suggestions and explaining policy will be sent to the schools.

Credits for correspondence courses should be included in the student's total credit load for the instructional year.

Students at the Grade 12 level enrolling during the regular ten-month instructional year and all students in Grades 10, 11 and 12 who enrol in summer courses, have the option of submitting an application for any school subject for which he holds the prerequisite without the signature of the principal, or that of the delegate authorized by the principal to perform this function, provided the requested registration is in accordance with the ALBERTA CORRESPONDENCE SCHOOL REGULATIONS. The student must provide the Alberta Correspondence School

with all details that may be required for registration; these include a complete record of his scholastic standing showing an acceptable level of attainment in prerequisite subjects.

Information concerning fees, out-of-province course evaluation, and other enrolment regulations may be obtained from the Director, Alberta Correspondence School, Alberta Education, Edmonton T5K 0L2.

SENIOR HIGH SCHOOL COURSES

1979-80

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NOTE: Also see pp. 20 - 22 for additional information.

SENIOR HIGH SCHOOL COURSES 1979-80

The number in brackets after each subject indicates its credit value. A course shown immediately to the left of any Grade XI or XII course is its normal prerequisite (for Vocational Education see footnote below*). Other prerequisites are indicated by means of brackets or arrows.

The number preceding each course name indicates the course code used by the Department.

GRADE X	GRADE XI	GRADE XII
LANGUAGE ARTS		
1100 English 10 (5)	<div><div>2100 English 20 (5)</div><div>2115 English 23 (5)</div><div>2141 Communications 21a ... (3)</div><div>2142 Communications 21b ... (3)</div><div>2143 Literature 21a (3)</div><div>2144 Literature 21b (3)</div></div>	
1115 English 13 (5)		<div><div>3100 English 30 (5)</div><div>3115 English 33 (5)</div></div>
1145 Reading 10 (3) (5)		
1312 Langue et Litterature 10 (5)	2312 Langue et Litterature 20 (5)	3312 Langue et Literature 30 (5)
SECOND LANGUAGES		
1300 French 10 (5)	<div><div>2300 French 20 (5)</div><div>2310 French 21 (5)</div><div>2315 German 20 (5)</div><div>2325 Latin 20 (5)</div><div>2355 Ukrainian 20 (5)</div></div>	
1310 French 11 (5)		<div><div>3300 French 30 (5)</div><div>3300 French 30 (5)</div><div>3310 French 31 (5)</div></div>
1310 French 11 (5)		
		<div><div>3315 German 30 (5)</div><div>3317 German 31 (5)</div></div>
1315 German 10 (5)		
1325 Latin 10 (5)	2325 Latin 20 (5)	3325 Latin 30 (5)
1355 Ukrainian 10 (5)	2355 Ukrainian 20 (5)	<div><div>3355 Ukrainian 30 (5)</div><div>3365 Ukrainian 31 (5)</div></div>

* For specific description of introductory and sequential Vocational Courses see *Handbook in Industrial Education for Guidance to Teachers, Counsellors and Administrators*.

MATHEMATICS

1200 Mathematics 10 (5)	2200 Mathematics 20 (5)	3200 Mathematics 30 (5)
		3211 Mathematics 31 (5)
1216 Mathematics 13 (5)	2216 Mathematics 23 (5)	3216 Mathematics 33 (5)
1225 Mathematics 15 ¹ (5)	2225 Mathematics 25 ¹ (5)	

SCIENCE

1230 Biology 10 (3)	2230 Biology 20 (3)	3230 Biology 30 (5)
1240 Chemistry 10 (3)	2240 Chemistry 20 (3)	3240 Chemistry 30 (5)
1260 Physics 10 (3)	2260 Physics 20 (3)	3260 Physics 30 (5)
	2275 Physics 22 (3)	3275 Physics 32 (5)
1280 Science 11 (3) (5)		
1800 Agriculture 10 ² (4) (5)	2800 Agriculture 20 ² (8) (10)	3800 Agriculture 30 ² (5) (10) (15)

SOCIAL STUDIES

1150 Social Studies 10 ³ (5)	2150 Social Studies 20 ³ (5)	3150 Social Studies 30 ³ (5)
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¹ See page 22, item 10, for additional information.

² See page 22, item 11, for additional information.

³ See page 20, item 5, for additional information.

SOCIAL SCIENCES (NEW)⁴

2171	Personal Psychology 20 .	(3)
2172	General Psychology 20 ..	(3)
2160	Religious Ethics 20	(3)
2161	Religious Meanings 20 ..	(3)
2176	General Sociology 20 ...	(3)
2177	Sociological Institutions 20	(3)
2166	Local and Canadian Geography 20	(3)
2181	Origins of Western Philosophy 20	(3)
2182	Contemporary Western Philosophy 20	(3)

⁴ See page 20, item 5, (e) (f) and (g) for additional information.

2155 Political Thinking 20 (3)

2156 Comparative
Government 20 (3)

2185 Western Canadian
History 20 (3)

2186 Canadian History 20 (3)

2187 Economics for
Consumer 20 (3)

3171 Experimental
Psychology 30 (3)

3161 World Religions 30 (3)

3176 Applied Sociology 30 ... (3)

3166 World Geography 30 (3)

3182 Philosophies of
Man 30 (3)

3175 Cultural and Physical
Anthropology 30 (3)

3185 World History 30 (3)

3156 International
Politics 30 (3)

3183 Microeconomics 30 (3)

3194 Macroeconomics 30 (3)

PERSONAL DEVELOPMENT

1450 Driver Education 10 (2)		
1415 Health and Personal Dev. 10 (2) (3) (4) (5)		
1435 Occupations 10 (2) (3)		
1445 Physical Education 10 (2) (3) (4) (5)	2445 Physical Education 20 (2) (3) (4) (5)	3445 Physical Education 30 (5)

FINE ARTS

1400 Art 10 (3) (4) (5)	2400 Art 20 (3) (4) (5)	3400 Art 30 (5)
	2405 Art 21 (3) (4) (5)	3405 Art 31 (5)
1410 Drama 10 (3) (4) (5)	2410 Drama 20 (3) (4) (5)	3410 Drama 30 (5)
1420 Music 10 (3) (4) (5)	2420 Music 20 (3) (4) (5)	3420 Music 30 (5)
1425 Music 11 (3) (4) (5)	2425 Music 21 (3) (4) (5)	3425 Music 31 (5)
1426 Music 12 (3) (4) (5)		

HOME ECONOMICS

1601 Clothing & Textiles 10 (4) (5)	2601 Clothing & Textiles 20 (4) (5)	3601 Clothing & Textiles 30 (5)
1611 Food Science 10 (4) (5)	2611 Food Science 20 (4) (5)	3611 Food Science 30 (5)
1621 Modern Living 10 . . . (4) (5)	2621 Modern Living 20 . . . (4) (5)	3621 Modern Living 30 (5)

INDUSTRIAL EDUCATION*

General Courses

1727 Industrial Education 10a (4) (5)	2727 Industrial Education 20a (4) (5)	3727 Industrial Education 30a (5)
1728 Industrial Education 10b (4) (5)	2728 Industrial Education 20b (4) (5)	3728 Industrial Education 30b (5)
		3729 Production Science 30 . . (5)

* See page 21, item 7.

INDUSTRIAL EDUCATION (continued)

Career Fields

a) Visual Communications

*1736 Visual Communication 12 (5)	2848 Commercial Art 22a (5)	3848 Commercial Art 32a (5)
	2849 Commercial Art 22b (5)	3849 Commercial Art 32b (5)
	2850 Commercial Art 22c (5)	3850 Commercial Art 32c (5) (10)
	2904 Graphic Arts 22a (5)	3904 Graphic Arts 32a (5)
*1736 Visual Communication 12 (5)	2905 Graphic Arts 22b (5)	3905 Graphic Arts 32b (5)
	2906 Graphic Arts 22c (5)	3906 Graphic Arts 32c ... (5) (10)
*1715 Drafting 10 (3) (4) (5)	2715 Drafting 20 (3) (4) (5)	
	2864 Drafting 22a (5)	3864 Drafting 32a (5)
	2865 Drafting 22b (5)	3865 Drafting 32b (5)
*1736 Visual Communication 12 (5)	2866 Drafting 22c (5)	3866 Drafting 32c (5) (10)
*1864 Drafting 12 (5)		

b) Mechanics

*1746 Mechanics 12 (5)	2804 Aircraft Maintenance 22a (5)	3804 Aircraft Maintenance 32a (5)
	2805 Aircraft Maintenance 22b (5)	3805 Aircraft Maintenance 32b (5)
	2806 Aircraft Maintenance 22c (5)	3806 Aircraft Maintenance 32c (5) (10)
*1746 Mechanics 12 (5)	2809 Related Mechanics 22a (5)	3809 Related Mechanics 32a (5)
	2810 Related Mechanics 22b (5)	3810 Related Mechanics 32b (5)
	2811 Related Mechanics 22c (5)	3811 Related Mechanics 32c (5) (10)
*1746 Mechanics 12 (5)	2824 Automotives 22a (5)	3824 Automotives 32a (5)
	2825 Automotives 22b (5)	3825 Automotives 32b (5)
	2826 Automotives 22c (5)	3826 Automotives 32c ... (5) (10)

* See page 21, item 7.

*1816 Auto Body 12 (5)	}	2816 Auto Body 22a (5)	3816 Auto Body 32a (5)
*1746 Mechanics 12 (5)		"	
		2817 Auto Body 22b (5)	3817 Auto Body 32b (5)
		2818 Auto Body 22c (5)	3818 Auto Body 32c (5) (10)
c) Construction and Fabrication			
*1836 Building Construction 12 (5)		2836 Building Construction 22a (5)	3836 Building Construction 32a (5)
		2837 Building Construction 22b (5)	3837 Building Construction 32b (5)
		2838 Building Construction 22c (5)	3838 Building Construction 32c (5) (10)
*1936 Machine Shop 12 (5)		2936 Machine Shop 22a (5)	3936 Machine Shop 32a (5)
		2937 Machine Shop 22b (5)	3937 Machine Shop 32b (5)
		2938 Machine Shop 22c (5)	3938 Machine Shop 32c . (5) (10)
*1949 Piping 12 (5)		2949 Piping 22a (5)	3949 Piping 32a (5)
		2950 Piping 22b (5)	3950 Piping 32b (5)
		2951 Piping 22c (5)	3951 Piping 32c (5) (10)
*1968 Sheet Metal 12 (5)		2968 Sheet Metal 22a (5)	3968 Sheet Metal 32a (5)
		2969 Sheet Metal 22b (5)	3969 Sheet Metal 32b (5)
		2970 Sheet Metal 22c (5)	3970 Sheet Metal 32c . . . (5) (10)
*1980 Welding 12 (5)		2980 Welding 22a (5)	3980 Welding 32a (5)
		2981 Welding 22b (5)	3981 Welding 32b (5)
		2982 Welding 22c (5)	3982 Welding 32c (5) (10)

* See page 21, item 7.

d) Electricity - Electronics

*1731 Electricity - Electronics 12 (5)	2880 Electricity - Electronics 22a (5)	3880 Electricity 32a (5)
	2881 Electricity 22b (5)	3881 Electricity 32b (5)
	2882 Electricity 22c (5)	3882 Electricity 32c (5) (10)
	2880 Electricity - Electronics 22a (5)	3888 Electronics 32a (5)
	2889 Electronics 22b (5)	3889 Electronics 32b (5)
	2890 Electronics 22c (5)	3890 Electronics 32c (5) (10)

e) Personal Services

*1832 Beauty Culture 12 (5)	2832 Beauty Culture 22a (5)	3832 Beauty Culture 32a (5)
	2833 Beauty Culture 22b (5)	3833 Beauty Culture 32b (5)
	2834 Beauty Culture 22c (5)	3834 Beauty Culture 32c (5) (10)
		3835 Beauty Culture 32d (5) (10) (15)
*1861 Fashion & Furnishings 12 (5)	2861 Fashion & Furnishings 22a (5)	3861 Fashion & Furnishings 32a (5)
	2862 Fashion & Furnishings 22b (5)	3862 Fashion & Furnishings 32b (5)
	2863 Fashion & Furnishings 22c (5)	3863 Fashion & Furnishings 32c (5) (10)
	2896 Food Preparation 22a (5)	3896 Food Preparation 32a (5)
*1896 Food Preparation 12 (5)	2897 Food Preparation 22b (5)	3897 Food Preparation 32b (5)
	2898 Food Preparation 22c (5)	3898 Food Preparation 32c (5) (10)

* See page 21, item 7.

		3899 Food Preparation 32d (5)
1961 Health Services 12 (5)	2961 Health Services 22 (5)	3961 Health Services 32a (5)
		3962 Health Services 32b (5)
f) Performing Arts		
	2944 Performing Arts 22a (5)	3944 Performing Arts 32a (5)
	2945 Performing Arts 22b (5)	3945 Performing Arts 32b (5)
	2946 Performing Arts 22c (5)	3946 Performing Arts 32c (5) (10)
*1944 Performing Arts 12 (5)	2972 Television Crafts 22a (5)	3972 Television Crafts 32a (5)
	2973 Television Crafts 22b (5)	3973 Television Crafts 32b (5)
	2974 Television Crafts 22c (5)	3974 Television Crafts 32c (5) (10)
g) Horticulture		
1916 Horticulture 12 (5)	2916 Horticulture 22a (5)	3916 Horticulture 32a (5)
	2917 Horticulture 22b (5)	3917 Horticulture 32b (5)
	2918 Horticulture 22c (5)	3918 Horticulture 32c ... (5) (10)
1900 Forestry 12 (5)		
BUSINESS EDUCATION		
1501 Accounting 10 (3)	2501 Accounting 20 (3)	3500 Accounting 30 (5)
1537 Business Foundations 10 (3) (5)		3537 Business Foundations 30 (5)
		3510 Business Machines 30 .. (5)
	2525 Business Procedures 20 (5)	

* See page 21, item 7.

			3526 Computing Science 30 .. (5)
	2528 Data Processing 20	(3) (5)	
	2430 Law 20	(3) (5)	3430 Law 30 ¹
	2540 Marketing 20	(5)	3540 Marketing 30
1550 Record Keeping 10	(3) (5)		
1565 Typewriting 10	(3) (5)	2565 Typewriting 20	(5)
		2555 Shorthand 20	(5)
			3565 Typewriting 30
			3545 Office Procedures 30 ...
			3555 Shorthand 30
			3560 Shorthand 31

OTHER INSTRUCTION

1999 Special Projects 10	(3) (5)	2999 Special Projects 20	(3) (5)	
				3999 Special Projects 30
		2998 Work Experience 25	(5)	
				3998 Work Experience 35

COURSES OFFERED UNDER SPECIAL CIRCUMSTANCES OR IN DESIGNATED SCHOOLS²

1255 Geology 10	(5)	2255 Geology 20	(5)
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¹See page 22, item 8, (b).

²NOTE: Only schools or school systems for which aproval has been granted by the Curriculum Branch to offer particular courses from among those listed may recommend the awarding of Department of Education credit for those courses. Requests for Curriculum Branch approval must provide the following information:

- i. the motion of the Board or designated authority
- ii. the title of the course(s) to be offered
- iii. grade(s) and credits
- iv. name of school and/or system where course is to be offered
- v. tenure of the program

COURSES OFFERED UNDER SPECIAL CIRCUMSTANCES OR IN DESIGNATED SCHOOLS (continued)

1370 Cree 15 (5)	2370 Cree 25 (5)	
	2311 French 25 (3) (5)	
1321 Hungarian 15 (5)	2321 Hungarian 25 (5)	3321 Hungarian 35 (5)
1323 Italian 15 (5)	2323 Italian 25 (5)	3323 Italian 35 (5)
1332 Polish 15 (5)	2332 Polish 25 (5)	3332 Polish 35 (5)
1335 Russian 15 (5)	2335 Russian 25 (5)	3335 Russian 35 (5)
1344 Spanish 14* (5)		
1141 Introduction to Modern Languages 15 (3) (5)		
1480 Aspects of Living 15 (5)		
1437 Perspectives for Living 15 (3) (5)		
1460 Religious Studies 15 (3)	2460 Religious Studies 25 (3)	3460 Religious Studies 35 (3)
1535 General Business 15 (5)		
1812 Appliance Servicing 12 (5) (10)	2812 Appliance Servicing 22 (10) (15)	3812 Appliance Servicing 32 (15) (20)
1842 Building Maintenance 12 (5) (10)	2842 Building Maintenance 22 (10) (15)	3842 Building Maintenance 32 (15) (20)
1876 Dry Cleaning 12 (5) (10)	2876 Dry Cleaning 22 (15)	3876 Dry Cleaning 32 (15) (20)
1908 Heavy Duty Equipment Operation 12 (10)	2908 Heavy Duty Equipment Operation 22 (10)	
1940 Mining 12 (5)	2940 Mining 22 (10)	
	2515 Business Machines 22 (3) (5)	

* Alberta Correspondence School only.

1828 Automotives 15 (5) (10)	2828 Automotives 25 (10) (15)	3828 Automotives 35 (15) (20)
1840 Building Construction 15 (5) (10)	2840 Building Construction 25 (10) (15)	3840 Building Construction 35 (15) (20)
1844 Carpentry 15 (5) (10)	2844 Carpentry 25 (15)	3844 Carpentry 35 (15) (20)
1852 Commercial Art 15 (5) (10)	2852 Commercial Art 25 (10) (15)	3852 Commercial Art 35 (15) (20)
		*3538 Advanced Business Practice 35A (3)
		*3539 Advanced Business Practice 35B (3)
		3715 Drafting 34 (5)
	2868 Drafting 25 (10) (15)	3868 Drafting 35 (15)
1884 Electricity 15 (5) (10)	2884 Electricity 25 (10) (15)	3884 Electricity 35 (15) (20)
1956 Plastics 15 (5) (10)	2956 Plastics 25 (15)	3956 Plastics 35 (15) (20)
1964 Sewing & Design 15 . . . (10)	2964 Sewing & Design 25 . . . (15)	3964 Sewing & Design 35 (15) (20)
1984 Welding 15 (5) (10)	2984 Welding 25 (10) (15)	3984 Welding 35 (15) (20)
1822 Service Station Operation & Management 15 (5) (10)	2822 Service Station Operation & Management 25 (15) (20)	
1978 Photography 15 . . . (5) (10)	2978 Photography 25 . . . (5) (10)	
1814 Automotive Parts Merchandising 15 (5) (10)	2814 Automotive Parts Merchandising 25 (15) (20)	
1846 Painting & Decorating 15 (5) (10)	2846 Painting & Decorating 25 (5) (10)	

* Four 3-credit modules have been locally developed. However, a student is eligible to earn a maximum of 6 credits only. For further information consult the Regional Office of Education for your area.

LEGISLATION RELATIVE TO LOCAL SELECTION OF INSTRUCTIONAL MATERIALS AND DEVELOPMENT OF CURRICULA

NOTE: The following notices take precedence over two previous announcements entitled "Ministerial Order Relative to Section 13 of *The School Act*", which appeared in the December 1970 and January 1974 issues of the Curriculum Bulletin (Vol. IV No. 1, and Vol. VII No. 1).

A. Instructional Materials Delegation Order

The Ministerial Order dated June 23, 1970 has been replaced by the following Regulation (224/75):

THE SCHOOL ACT REGULATIONS DELEGATING POWERS TO SCHOOL BOARDS

1. In this regulation "Act" means The School Act.
2. A board may prescribe instructional materials in addition to, or in substitution for, those instructional materials prescribed for use under section 12, subsection (2), clause (a), subclause (ii) of the Act.
3. Where a board prescribes instructional materials under section 2, it shall do so by resolution of the board.
4. A copy of a resolution made under section 2 shall be sent to the Minister.

NOTE:

Textbooks used in a school system must be either those prescribed by the Department of Education or by the school board. Other materials may also be prescribed by resolution of the board.

The teacher is responsible for any materials used in the classroom if they have not been prescribed or approved by the Minister, the school board or other appropriate authority.

Department of Education Policy Statement Relative to Curriculum Development and Sections 12 and 13 of the Revised School Act, 1970.

- a. For the purposes of communication, courses of study will be identified by grade level in the elementary and junior high school and by course number for the senior high school. This method of identification does not suggest the grade method of organization has any particular advantage. In fact, school districts and schools are encouraged to develop methods of organization which best meet the needs of their students in terms of continuous development within the constraints of available human,

physical and financial resources. At the senior high school level, any departure from the course and variable credit organization must involve some type of credit equivalents in order that the provincial high school diploma might be awarded on some equitable basis.

- b. With respect to section 12 (2) (b) of The School Amendment Act, 1975, it is expected that requests from school boards to the Minister will involve only those situations where the proposed course of study or pupil program is substantially or completely different from courses prescribed by the Minister. Requests to the Minister should normally contain:
 - (i) the objectives of the course or program
 - (ii) the course outline stated in terms of concepts, processes, experiences or skills
 - (iii) the instructional materials to be used
 - (iv) the prospective enrolment
 - (v) special facilities or equipment necessary to offer the course or program
 - (vi) proposals for evaluation of the course or program
- c. Note Regarding Procedures for Locally Developed Courses

In 1974, the Secondary Curriculum Board passed a motion that locally developed courses should be reviewed by the appropriate policy committee before being submitted to the Curriculum Board. Therefore, it would appear advantageous for local systems to notify the Curriculum Branch early in the development stages of proposed programs. In cases in which both local and provincial priorities may be served, consultative and financial assistance may be forthcoming.

Also, The School Amendment Act, 1975 stipulates that instruction of a locally developed course shall not commence without prior approval of the Minister, in writing. Schools may not award credits for any locally developed course unless they, or their school system, have been granted authority by the Minister of Education to offer that course.

B. STUDENT PROGRAMMING

NOTE: Certain courses are obligatory for the High School Diploma. Some Grade X courses are normal prerequisites for more advanced high school units. All students should become familiar with the guidelines in Grade X in order to avoid possible difficulties in the later high school years.

Please note that minimum and maximum credits for which students are enrolled will not be checked by Alberta Education. **Principals are therefore urged to ensure that credits are checked carefully in the schools.**

1. General

- a. Students should be given assistance in the planning of their high school programs.
- b. In planning a program the student should keep in mind the requirements for a High School Diploma as outlined on page 28.
- c. In addition to diploma requirements a student's choice of subjects in high school may be governed by requirements as adopted by the school board which has jurisdiction over the students, provided that these requirements do not contravene the provisions of this Handbook.
- d. **The student's choice of program is subject to the approval of the principal. Steps should be taken to secure parents' understanding and concurrence in their children's registration.**
- e. Students who intend to enter university should be advised upon entering high school to check the specific requirements of the particular faculty of their choice in the university they plan to attend.

2. a. First Year—Grade X

During the first year in high school a student should choose courses from the Grade X list. However, principals may permit students to register in Grade XI subjects—see paragraph 2, page 20.

b. Second Year—Grade XI

During his second year in high school a student should normally choose courses listed under Grade X and Grade XI. However, principals may permit students to register in Grade XII subjects—see paragraph 2, page 20.

c. Third Year—Grade XII

During his third year in high school a student may choose courses listed under Grades X, XI and XII providing normal prerequisites have been obtained.

3. Attendance

Regular attendance at school makes a pupil eligible to receive credits for a full year's work. Minimum attendance requirements are set by the principal (subject to the approval of the school board) who may withhold his recommendation for credits if a student's attendance falls below an

acceptable standard. This applies also to a student taking a “repeat” course. In such cases a student has the right of appeal to the Special Cases Committee. (See page 34.)

Exceptions to the minimum attendance requirements:

- a. Correspondence students
- b. Credit in music obtained through private study

Students who are expelled on December 1 in the first semester, or May 1 in the second semester, or later in any of the semesters, may apply to the Special Cases Committee for permission to write the following Grade XII appeal examinations:

English 30	Chemistry 30
Social Studies 30	Physics 30
Mathematics 30	French 30
Biology 30	

Pursuant to such a request Alberta Education will review a report from the principal giving the achievement and attendance of the student and giving the circumstances that resulted in expulsion and will decide whether the student(s) concerned may be granted permission to write the appeal examinations. Centres where examinations may be written are listed on the application forms.

◆ **4. High School Entrance**

Promotion into Grade X is determined by the principal of the junior high school subject to the policies of the local administration and subject to provisions of this Handbook.

5. High School Graduation

The successful completion of Grades X, XI and XII, in accordance with the present diploma requirements, entitles a student to the High School Diploma which is the same for all students. This is to say, there is no special diploma for University Matriculation, Business Education or Technical Program patterns. See page 28 for particulars regarding the High School Diploma.

◆ **6. Letter Gradings**

Achievements in completed courses must be reported to Alberta Education as percentage grades. For some Grade X and XI courses, e.g. P.E. 10, letter grades may be used when reporting achievement. The following schedule gives the range of scores on a scale of 1 to 100 corresponding to each of these gradings.

Letter Gradings	Range on Scale
A	80 - 100
B	65 - 79
C	50 - 64
D	40 - 49
F	1 - 39

◆ **7. Standing Required for Credit**

To earn the credits attached to any course on the high school program, a student must achieve at least a “D” standing in that course.

8. Credit Load for Students

Normally, a student should be limited to 40 credits in one instructional year.

This guideline does not preclude students from earning further credits by taking extension or correspondence courses outside the regular instructional year.

9. Special Cases

An individual student whose program appears to be unduly restricted because of applications of guidelines, may apply directly to the Special Cases Committee, (See page 34), Alberta Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2, for consideration. He may also apply to the Special Cases Committee in instances of disputed evaluation.

C. ADDITIONAL INFORMATION REGARDING VARIOUS SUBJECTS

1. Prerequisite Standing

Instruction in second and third year courses may be taken by students who have at least a "C" standing in the prerequisites.

2. Waiver of Normal Prerequisites

Under special circumstances normal prerequisites shown on pages i-xiv (centre insert) may be waived by the principal, provided that other related courses or experiences are substituted in individual cases. Credits are not granted for courses which have been waived. Also, note should be taken of minimal and maximal requirements given on page 28.

3. Language Arts

English 10 or 13 is a normal prerequisite for any of the English courses in Grade XI, except Literature 21a and 21b and Communications 21a and 21b.

◆ A student may earn credit in English 30 and 33 but not concurrently.

4. Second Languages

It should be noted that "10" level courses in second languages in senior high school are intended for students beginning the study of a second language. Students showing proficiency in a second language should be considered for "20" or "11" level courses in order that articulation and continuity of programs be maintained.

Specifically, students who have successfully completed level one proficiency in French, German and/or Ukrainian before entering high school should register in the 20 level courses (level two) of the language they are studying. In schools where French 11 is offered, these students should register in this latter course.

Students who have successfully completed French 21 may be recommended for credit in French 30. In cases where students wish to obtain credits for French 30 but are enrolled in French 21, no mark is to be submitted for French 21.

Both "31" level and "30" level courses in French, German and Ukrainian are recognized for university admission requirements. Generally, students who complete "31" level courses develop greater proficiency in the second language studied.

5. Social Studies and Social Sciences

- a. Effective January 1, 1979, school boards may implement all or part of the 1978 Social Studies 10, 20, 30 program in place of the 1971 curriculum. Student registration procedures will not be affected by this change during this school year.
- b. It is intended that the Social Studies 10, 20, 30 sequence will serve the needs and interests of most students. The Social Science Options are designed as supplements to, rather than replacements for, learning that is offered in the Social Studies.
- c. Students may satisfy high school requirements by successfully completing Social Studies 10 and Social Studies 20 or Social

Studies 10 and a minimum of five credits in the Social Sciences.

- d. Social Studies 20 is the preferred prerequisite for Social Studies 30.
- e. There is considerable overlap of content between the old and the new Social Science courses. (Not to be confused with the 1971 and 1978 Social Studies Curriculum. See 5. a, p. 20.) Consequently, credits for the new courses in Geography, Psychology, Sociology and Economics will not be granted to students who have received credits for the old courses in these disciplines.
- f. Though none of the new Social Science Options has been designated as a "10" level course, principals may allow Grade X students to enroll in any of the "20" level Social Science Options. Similarly principals may allow Grade XI students to enroll in "30" level Social Science courses.
- g. Some faculties will accept two of the "30" level Social Science Options for purposes of university entrance. Counsellors are encouraged to consult university calendars and/or contact pertinent faculties before advising students to include such options in their programs.

◆ NOTE: Students may earn a maximum of 18 credits in the Social Science Options. Law 20 and Law 30 are not Social Science Options.

6. Music—Private Study

◆ A limit of fifteen credits for private music study may be granted in senior high school.

When music credits are obtained by private study, five credits are granted for each of Music 10 or 11 (but not both), 20 or 21 (but not both), 30 or 31 (but not both). Music 10, 20 and 30 refer only to singing and Music 11, 21 and 31 refer only to instrumental courses.

Credits for music taken by private study are recommended by the school and may be granted retroactively or in advance of the grade in which the student is enrolled. Senior high school students should submit their documents to the school in which they are enrolled and not to Alberta Education. The school will evaluate the documents, using an evaluation form supplied by Alberta Education, and send a duplicate copy of the evaluation to Alberta Education.

A chart for the guidance of principals in recommending credits for music taken by private study will be found on page 23. Evaluation forms may be obtained from the Student Evaluation and Data Processing Services Branch, Alberta Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2.

7. Industrial Education

- ◆ a. The staff and facilities used for teaching Industrial Education courses at the 22-25 and the 32-35 levels must be approved annually by the Consultant in Industrial Education, Regional Office, Alberta Education.

- ◆ b. Courses offered by special arrangement must be processed as outlined in (a) above.
- ◆ c. A student wishing to establish a prerequisite to a “22” course, must take EITHER:
 - (i) two of three modules from the appropriate Industrial Education 10, 20, 30—five-credit modules, (OR)
 - (ii) half of each of two “12” courses. Such a course should be registered as Industrial Education 10 or 20, (OR)
 - (iii) a “12” course for five-credits in the appropriate vocational program.

See the Industrial Education Handbook for course prerequisites and sequences.

8. Business Education

- a. The teaching of Computing Science 30 requires the input, manipulation and output of data electronically. A variety of micro and mini computers are now available commercially. In many cases, these can be as effective as the older and more cumbersome batch-type computers. As a result, if a school has access to a smaller computer which can be used in a classroom and has a capability similar to that described in the curriculum guide, permission can, under those circumstances, be sought to offer the course. **Approval must be obtained from the Coordinator of the appropriate Regional Office of Education before the course is offered in the school.**
- b. Law 30 does not require Law 20 as a prerequisite. However, if only one law course is taught it should be Law 20.

9. Chemistry and Physics

New Programs of Study for Chemistry 10, 20, 30 and Physics 10, 20, 30 were prescribed as of the fall term, 1977. The new programs were prescriptive at the “10” levels and became prescriptive at each succeeding level as students progressed through the programs. As of the fall term, 1979, all schools should be offering the new programs only.

10. Mathematics 15 and 25

Although Mathematics 15 and 25 are numbered as locally developed courses, curriculum outlines are available from the department. Special permission to offer these courses for credit is NOT required.

11. Agriculture 10, 20, 30

No provincial curriculum outlines are available for Agriculture 10, 20 and 30. In practice these may be developed as extensions of the Grade IX Agriculture program.

NOTE: This course is NOT acceptable for meeting the High School Diploma science requirement.

CHART SHOWING COURSES IN WHICH CREDITS MAY BE RECOMMENDED FOR MUSIC TAKEN BY PRIVATE STUDY

Revised 1979

WESTERN BOARD OF MUSIC							ROYAL CONSERVATORY — TORONTO			MOUNT ROYAL COLLEGE — CALGARY		
Grade X	Recorder or Voice*	Voice* (Post Jan. 1, 1978) Examinations	Violin Viola Cello	Flute Clarinet Trumpet Sax, etc.	Piano	Organ	Piano or Violin + other strings or Accordion or Guitar	Singing*	Trumpet or Clarinet or Wind Instrument		Piano or Violin	Flute, Trumpet, Clarinet, Sax, etc.
	Gr. III + Theory II	Gr. VI + Theory II	Gr. VI + Theory II	Gr. III + Theory II	Gr. VI + Theory II	Gr. VI + Theory II	Gr. VI + Theory I	Gr. VI + Theory I	Gr. IV + Theory I	Gr. IV + Theory I	Gr. VI + Theory I	Gr. VI + Theory I
	Gr. V + Theory III	Gr. VII + Theory III	Gr. VII + Theory III	Gr. V + Theory III	Gr. VII + Theory III	Gr. VII + Theory III	Gr. VII + Theory II	Gr. VII + Theory II	Gr. VI + Theory II	Gr. VI + Theory II	Gr. VII + Theory II	Gr. VII + Theory II
	Gr. VII + Theory IV	Gr. VIII + Theory IV	Gr. VIII + Theory IV	Gr. VII + Theory IV	Gr. VIII + Theory IV	Gr. VIII + Theory IV	Gr. VIII + Theory II + Harmony III	Gr. VIII + Theory II + Harmony III	Gr. VIII + Theory II + Harmony III	Gr. VIII + Theory II	Gr. VIII + Theory II	Gr. VIII + Theory II
Grade XI	Gr. V + Theory III	Gr. VII + Theory III	Gr. VII + Theory III	Gr. V + Theory III	Gr. VII + Theory III	Gr. VII + Theory III	Gr. VII + Theory II	Gr. VII + Theory II	Gr. VI + Theory II	Gr. VI + Theory II	Gr. VII + Theory II	Gr. VII + Theory II
Grade XII	Gr. VII + Theory IV	Gr. VIII + Theory IV	Gr. VIII + Theory IV	Gr. VII + Theory IV	Gr. VIII + Theory IV	Gr. VIII + Theory IV	Gr. VIII + Theory II + Harmony III	Gr. VIII + Theory II + Harmony III	Gr. VIII + Theory II + Harmony III	Gr. VIII + Theory II	Gr. VIII + Theory II	Gr. VIII + Theory II

* All Voice courses count as Music 10, 20 or 30 respectively for High School Credits.
All others are to be used for Music 11, 21 or 31 respectively.

Provisions for the Western Board and Mount Royal College were effective January, 1973.

D. SPECIAL PROJECT CREDITS

Special Project Credits are designed to encourage the implementation of the individualization of instruction and as such they have two major functions:

1. to encourage and assist the pupils in becoming involved in the selection, planning and organization of their own programs in specific areas;
2. to encourage the students in pursuing activities in which they have considerable interest but which are not within the scope of the regular curriculum.

The structured basis for Special Project Credits is spelled out as follows:

Proposition A

The purpose of Special Project Credits is to provide opportunities for individual students or small groups of students to engage in activities in which they have a substantial interest.

Guidelines

1. The student should submit a carefully structured proposal to the principal for approval during the school year; the date of submission should take into account the number of hours the student is able to devote to the project.
2. In planning his proposal, the student should have a teacher sponsor.
3. The proposal may be submitted by a student or group of students.
4. To ensure recording of credits on the student's result statement, the project should be completed and reported prior to the end of that school year.

Proposition B

These activities are to be carried out in addition to normal class work in a given course.

Guidelines

1. The special project should be in addition to regular course work if related to a specific school subject.
2. The special project need not be related to a specific school subject.

Proposition C

Special Project Credits should not be equated with student activities that should be a normal part of the extracurricular and/or cocurricular activities of a school nor with activities that should be classified as services normally provided by a school board.

Guidelines

1. The granting of Special Project Credits in extracurricular and/or cocurricular activities must be under the auspices of the school.
2. The granting of Special Project Credits for exceptional work in

extracurricular and/or cocurricular activities should meet the guidelines set out in the other propositions herein.

Proposition D

Students are to be granted either three or five Special Project Credits in any one semester on the recommendation of the principal.

Guidelines

1. A project qualifying for three credits should represent approximately 75 hours of work.
2. A project qualifying for five credits should represent approximately 125 hours of work.

Proposition E

The Special Project Credits granted to any student should be within the normal 40-credit load in any one school year.

Guidelines

1. For registration purposes, the projects will be designated Special Projects 10 (3 or 5 credits), Special Projects 20 (3 or 5 credits), or Special Projects 30 (5 credits).
Note that there is no implication of prerequisites.
2. Evaluation and reporting of Special Project Credits will be as for other subjects.

Proposition F

The opportunity to earn Special Project Credits is to be available to all students, but should be limited by the capacities of the staff of any one school to carry out such activities within the instructional time available.

Also, the opportunity to earn Special Project Credits may be made available through an authorized summer school or by correspondence during the summer.

Guidelines

1. Each project should be carried out under the supervision and guidance of a professional staff member.
2. The Special Project Credits program may be available to students through either regular schools or the Alberta Correspondence School.
3. A student may earn a maximum of five Special Project Credits per grade to a total of fifteen credits for Grades X, XI and XII.

E. WORK EXPERIENCE EDUCATION

1. Definition

Work Experience Education is defined as:

- a. Work Study: Employment undertaken by a student as an integral **part of an approved senior high school course** or academic occupational program which is under the cooperative supervision of a teacher-coordinator and the employer.
- b. Work Experience: Employment undertaken by a student as an integral **part of a planned school program** which is under the cooperative supervision of a teacher-coordinator and the employer.

2. Guidelines

Work Experience credits should be made available to all students.

- a. Requests to the Minister to offer Work Experience credits under Section 161(2)(b) may be made by the school board anytime during the year prior to the course becoming operational.
- b. The request should include:
 - (i) estimated number of students involved.
 - (ii) plans for organizing, supervising and evaluating the work experience.
- c. Summer School
The opportunity to earn Work Experience credits may be made available through an authorized summer school. (See page 14).

3. Regulations

◆ Regulation 1

No additional credits will be granted for work study since the activity is considered as an integral part of an approved school course.

◆ Regulation 2

Credits shall be granted at the senior high school level in modules of five to a maximum of ten credits for any one student for Work Experience.

Conditions

- a. For registration purposes, Work Experience will be designated Work Experience 25 for five credits and Work Experience 35 for five credits. There is no implication of prerequisites.
- b. To qualify for five credits the work experience shall be of at least 125 hours duration.
- c. Work Experience credits granted to any student shall be within the normal forty-credit load in any one school year.
- d. Evaluation and reporting of Work Experience credits will be as for other subjects.
- e. For students registering in Work Experience, the school must have:
 - (i) a letter signifying parental approval
 - (ii) annual approval of the Work Experience program from Alberta Education and the Board of Industrial Relations. (Work Experience application forms are available from Alberta Education.)

The application form, with approval, should be on file at the school before students are placed in work stations. Protection under the Workers' Compensation Act is not effective, nor are employers exempt from paying the minimum wage, until the Work Experience application is approved.

◆ Regulation 3

The offering of Work Experience credits must be carried out under the supervision and guidance of a professional staff member.

◆ Regulation 4

The regulations set out by the Board of Industrial Relations must be adhered to when Work Experience credits are being earned.

These include:

- a. The work hours must be between 8:00 a.m. and 6:00 p.m. on regular school days.
- b. The ratio of students to employees must not exceed the following:
 - (i) One student when the employer's work force consists of up to 5 employees.
 - (ii) Two students where the employer's work force consists of 6-10 employees.
 - (iii) Three students where the employer's work force consists of 11-15 employees.
 - (iv) Four students when the employer's work force consists of 16-20 employees.
 - (v) Five students when the employer's work force consists of 21-25 employees.
 - (vi) When the employer's work force exceeds 25 employees, the number of students shall not exceed 15% of the employer's total work force.
- c. The minimum wage rates do not apply to students on Work Experience programs. (See Board of Industrial Relations Order No. 2 (1972) governing minimum wages for students employed part time.)
- d. All students who are taking Work Experience education and have signed contracts are covered by Workers' Compensation Insurance. In case of an accident, the principal or the coordinator of the Work Experience contract should follow the reporting procedure described in the Work Experience Handbook under "Procedures for Handling Workers' Compensation Claims."

F. HIGH SCHOOL DIPLOMA AND ARTICULATION REQUIREMENTS

The High School Diploma is an official document issued by Alberta Education (each March, September and November), certifying that the holder has completed a prescribed program of instruction at a high school or through correspondence instruction under the direction and supervision of Alberta Education.

The diploma does not necessarily grant admission to post-secondary educational institutions. Students should be made aware that there is a variety of entrance requirements for post-secondary institutions and that they should plan their programs accordingly.

◆ 1. High School Diploma Requirements

A High School Diploma is awarded to a student holding one hundred credits, subject to the following requirements:

- a. Language Arts—a minimum of fifteen credits, five of which must be in English 10 or 13 and five in English 30 or 33.
- b. Social Studies and Social Sciences—a minimum of ten credits, five of which must be in Social Studies 10. A maximum of 18 credits may be earned in the Social Science Options.
- c. Physical Education 10—a minimum of two credits.
- d. Mathematics—a minimum of five credits with a maximum of: (i) ten credits in Grade X, and (ii) fifteen credits in Grade X and XI courses.
- e. Science—a minimum of three credits.
- f. Grade XII courses—English 30 or 33 (or 36 if completed prior to September, 1974), plus a minimum of ten other credits at this level.

Credits earned in other approved high school courses may be used to obtain the required one hundred.

◆ 2. Rules Governing Awarding of Credits

- a. A minimum mark of 40% or D is required to receive credits.
- b. No credits will be granted:
 - (i) when the maximum credits have been previously awarded;
 - (ii) in one of English 33 or English 30 if two of these are taken concurrently;
 - (iii) for both French 21 and French 30 unless instruction was received in both;
 - (iv) when five credits have been awarded in an alternative course. Alternate courses include the following categories:
 - a “30” and a “36” (prior to 1974-75) series in the same subject
 - an Old, New or Experimental designation in the same course
 - two alternate courses, e.g., Chem 30 and Chem 30X (Chem Study); Physics 30 and Physics 30X (PSSC).

Acceptability of credits gained in “36” courses for meeting entrance requirements to post-secondary institutions should be determined by contacting the registrar of the institution concerned.

3. General Requirements for Admission to Post-Secondary Educational Institutions

Students from the high schools of Alberta seeking admission to a post-secondary institution should check the calendar of the institution for admission requirements.

4. Recognition of Alberta Vocational High School Subjects by the Institutes of Technology and Community Colleges

Advance credit may be granted by an institution on the basis of proof of successful completion of a high school vocational program (Business or Technical) and/or obtaining a passing grade on an institution-administered entrance examination.

Because of the necessity of arranging for individualized programs, a student wishing to take advantage of these articulation provisions must write to the registrar of the institute of technology or community college by April 15, giving details of the high school program completed and stating the post-secondary program he/she is interested in. The institutions involved will communicate with students regarding specific information.

5. Articulation with the Alberta Apprenticeship Program

Some Vocational High School Programs are similar in scope to the junior periods of some apprenticeship programs. In particular, similarities prevail between:

Building Construction and Carpenter Apprenticeship
Electricity and Electrician Apprenticeship
Pipe Trades and Plumber Apprenticeship
Pipe Trades and Steamfitter Apprenticeship
Automotives and Motor Mechanic Apprenticeship
Auto Body and Auto Body Mechanic Apprenticeship
Sheet Metal and Sheet Metal Mechanic Apprenticeship
Machine Shop and Machinist Apprenticeship
Electronics and Radio Technician Apprenticeship
Electronics and Communication Electrician Apprenticeship
Appliance Servicing and Appliance Serviceman Apprenticeship
Related Mechanics and Agricultural Mechanic Apprenticeship
Welding and Welder Apprenticeship
Food Preparation and Cook Apprenticeship
Beauty Culture and Beautician Certification

- a. A person who presents to apprenticeship authorities of Alberta Advanced Education and Manpower one hundred high school credits, including at least 35 credits in one of the above high school programs (excepting Beauty Culture) and an acceptable application for apprenticeship in the corresponding apprenticeship program, may be granted apprenticeship credits on the following basis:

- (i) For Building Construction, Electricity, Automotives, Machine Shop, Electronics—upon recommendation of employer, one year of time credit (three months shortening of each of four 12-month periods) and First and Second Period Technical credit upon passing the examinations for these periods.
 - (ii) For Appliance Servicing—upon recommendation of the employer, credits arranged by evaluation of credentials, as “block” apprenticeship training is offered in these trades.
 - (iii) For Electronics into the Communication Electrician Apprenticeship—upon recommendation of the employer, credits arranged by evaluation of credentials by the trade Advisory Committee, as there are four “craft” areas in the apprenticeship program beyond the first period level.
 - (iv) For Welding and Food Preparation—upon recommendation of employer, one year of time credit (four months shortening of each of three 12-month periods) and First Year Technical credit upon passing the First Year examination.
 - (v) For Auto Body—upon recommendation of the employer, one period of time credit (600 hours shortening of each of three 2100 hour periods) and First Period Technical credit upon passing the examination.
 - (vi) Sheet Metal, Plumber and Steamfitter—upon recommendation of the employer, one period of time credit (450 hours shortening of each of four 1800 hour periods) and First and Second Period Technical credit upon passing the examination for these periods.
 - (vii) For Agricultural Mechanics—upon recommendation of the employer, credits may be arranged by evaluation of credentials as they relate to the present program.
- b. A person who presents fewer than 100 high school credits with a minimum of 35 credits in one of the above named vocational programs, or a person who presents 100 high school credits with fewer than 35 credits in one of the above vocational programs, may expect to be considered for lesser apprenticeship credit on the basis of individual performance upon undertaking apprenticeship.
 - c. A person who presents proof of 55 credits, 1400 hours of scheduled instruction in Beauty Culture in a vocational high school, is eligible for examination for the Certificate of Proficiency as a beautician, provided that instruction is given by a certificated beautician. Persons who complete fewer than 1400 hours of scheduled instruction may fulfill the requirements in a private beauty culture school as a student or in a beauty culture salon as a registered apprentice.

NOTE: Vocational High School credits acceptable for articulation with apprenticeship programs may be altered from time to time due to changes in programming recommended by Provincial Advisory Committees.

Information about apprenticeship programs is contained in the brochure “Apprenticeship Opportunities” available from the Apprenticeship and Trade Certification Branch Regional Offices at:

10926 - 119 Street
EDMONTON T5H 3P5

6th Floor, Alberta Place
1520 Fourth Street S.W.
CALGARY T2R 1H5

2nd Floor, Provincial Bldg.
200 - 5th Avenue S.
LETHBRIDGE T1J 4C7

209 Provincial Building
4935 - 51 Street
Box 5002
RED DEER T4N 5Y5

207 Offereins Building
9912A Franklin Avenue
FORT McMURRAY T9H 2K5

302 Provincial Building
9905 - 100 Street
GRANDE PRAIRIE T8V 2L8

5135 - 50 Avenue
Box 268
VERMILION T0B 4M0

2nd Floor, Hinton Centre
Pembina Avenue
HINTON T0E 1B0

G. SPECIAL PROVISIONS FOR MATURE STUDENTS

1. A mature student is one who is nineteen years of age or over, provided that after having reached the age of eighteen years he or she has left school and remained out of school for at least eight consecutive months.
2. Notwithstanding Number 1 above, mature student status may be granted to a student who is seventeen or eighteen years of age, if in the opinion of the principal it is in the student's best interest to do so.
3. In instances where there is doubt or dispute as to whether or not mature student status should be granted, or where special or unusual circumstances appear to exist, cases may be submitted for consideration to the Special Cases Committee of Alberta Education (see p. 34).
4. Mature students enrolled in credit courses must be registered with the Student Evaluation and Data Processing Services Branch of Alberta Education.
5. A mature student may earn senior high school credits after successfully completing:
 - a. courses offered in a regular accredited school;
 - b. courses offered under Section 15 of the School Grants Regulations, dealing with Extension Programs;
 - c. courses offered by the Alberta Correspondence School;
 - d. an appeal examination conducted by Alberta Education with or without formal course instruction. (See p. 18 for list of examination subjects.)
6. A mature student is eligible to enroll in any course at the senior high school level or to write an appeal examination without holding the required prerequisite courses.
7. A mature student who has achieved, by any of the alternatives noted in 5 above, a standing of 50% or higher in a senior high school course will automatically be awarded credits in the normal prerequisite(s) to the course(s) completed.
8. Mature students are eligible to receive a High School Diploma upon completing the normal requirements. They are not, however, required to complete Physical Education.

NOTE: Many school boards offer comprehensive programs for mature students in both credit and non-credit areas. Interested mature students should consult with their school board for details on such programs.

H. ADULT HIGH SCHOOL EQUIVALENCY DIPLOMA

Adults who wish to obtain a High School Equivalency Diploma should apply directly to the Student Evaluation and Data Processing Services Branch, Alberta Education, and include all necessary documents. Those who have taken all or any of their senior high school work in Alberta will have records in Alberta Education and need not submit these.

◆ To gain a High School Equivalency Diploma a candidate must present one hundred high school credits gained as set forth below:

- A. A minimum of 60 credits gained through classroom instruction in a school or other institution authorized by Alberta Education to grant credits in recognized senior high school courses or through high school courses offered by the Alberta Correspondence School as follows:

- | | |
|--|------------|
| 1. a high school course in mathematics | 5 credits |
| 2. a high school course in science | 3 credits |
| 3. English 30 or 33 | 5 credits |
| 4. one other Grade XII course | 5 credits |
| 5. additional high school courses | 42 credits |

- B. Additional credits which, when added to those gained according to A above, total at least 100, as follows:

- | | |
|--|------------|
| 1. additional high school courses | |
| 2. a maximum of fifteen credits for maturity according to the following scale | |
| Age 21-24 (inclusive) | 5 credits |
| Age 25-29 (inclusive) | 10 credits |
| Age 30 and over | 15 credits |
| 3. a maximum of fifteen credits for approved adult education courses under recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes) | |
| 4. a maximum of five credits for extensive travel | |
| 5. a maximum of five credits for extensive reading or private study | |

I. SPECIAL CASES COMMITTEE

1. Frame of Reference of the Committee

The Committee deals with all matters which require the interpretation and application of policy relative to student programming as suggested in paragraph 3 below.

2. Membership of the Committee

The Committee is made up as follows:

- (i) the Director of the Student Evaluation and Data Processing Services Branch,
- (ii) three other members of Alberta Education.

3. Functions of the Committee

Specific examples of matters dealt with by the Committee include the following:

- (i) determining the number of high school credits to be awarded to out-of-province students who have appealed the evaluation given by the school in Alberta,
- (ii) ruling on whether or not students who have been expelled from school should be permitted to write departmental appeal examinations,
- (iii) ruling on the cases of individual students whose programs appear to be unduly restricted because of departmental regulations,
- (iv) ruling on all matters where no policy or precedent exists,
- (v) determining "mature student" status in individual cases,
- (vi) granting of retroactive credits where applicable,
- (vii) reviewing the high school record of students seeking High School Diploma standing.

4. Directions for Contacting the Committee

Any teacher, principal, student or individual in the province who feels he has a case requiring special consideration should apply, in writing, to the Secretary, Special Cases Committee, Alberta Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2.

J. RECENTLY PUBLISHED CURRICULUM DOCUMENTS

- a. Program of Studies for Senior High School, 1978 (Green cover).
- b. Program of Studies for Junior High Schools, 1978 (Blue cover).
- c. Curriculum Guide for Junior High Science, 1978.
- d. Junior High School Mathematics Curriculum Guide, 1978.
- e. Law 30. Curriculum Guide, 1978.
- f. Social Science 20-30. Curriculum Guide for Economics, 1978.
- g. Junior High School Language Arts Curriculum Guide, 1978.
- h. Guide Pédagogique Du Français A l'Elémentaire—1979.
Guide Pédagogique Du Français Au Secondaire—1979.
- i. Guide Pédagogique A l'Usage Des Professeurs D'Education Musicale
A l'Elémentaire—1979.
- j. Les Mathématiques A l'Elémentaire—Guide Pédagogique—1978.
- k. Les Mathématiques Au Secondaire—1^e cycle—Guide Pedagogique—
1979.
- l. La Science Au Secondaire, 1^e cycle—Guide Pedagogique—1979.
- m. Chimie 10 - 20 - 30—Guide Pédagogique—1979.

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